DCCUMENT RESUME

ED 035 979 24 EA 002 728

TITLE	ERIC ABSTRACTS: A COLLECTION OF ERIC DOCUMENT RESUMES ON HUMAN RELATIONS IN EDUCATIONAL ADMINISTRATION. ERIC ABSTRACTS SERIES NUMBER TWO.
INSTITUTION	AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, WASHINGTON, D.C.; OREGON UNIV., EUGENE. ERIC CLEARINGHOUSE ON EDUCATIONAL ADMINISTRATION.
SPONS AGENCY	OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. BUREAU OF RESEARCH.
BUREAU NO	BR-8-0353
PUB DATE	AUG 69
CONTRACT	OEC-0-8-080353-3514
NOTE	19P.
AVAILABLE FROM	AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, 1201 SIXTEENTH ST., N.W., WASHINGTON, D.C. 20036 ($2.00, QUANTITY DISCOUNTS)
EDRS PRICE	EDRS PRICE MF-$0.25 HC-$1.05
DESCRIPTORS	*ABSTRACTS, ANNOTATED BIBLIOGRAPHIES, EDUCATIONAL ADMINISTRATION, GROUP DYNAMICS, *HUMAN RELATIONS, *INTERACTION PROCESS ANALYSIS, INTERPERSONAL COMPETENCE, LABORATORY TRAINING, *SENSITIVITY TRAINING, *T GROUPS, TRAINING TECHNIQUES

ABSTRACT

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ERIC Abstracts on:

Human Relations in Educational Administration

EA 002 728

ED035979

ERIC ABSTRACTS:

A Collection of ERIC Document Resumes on

HUMAN RELATIONS IN EDUCATIONAL ADMINISTRATION

Compiled by

the

ERIC Clearinghouse on
Educational Administration
University of Oregon
Eugene, Oregon 97403

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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August 1969

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ERIC Abstracts Series, Number Two

Published by

American Association of School Administrators
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

Single copy, $2.00

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PREFACE

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Philip K. Piele
Director

INTRODUCTION

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1. Barrick, Marilyn C., and Creveling, Patricia. Similarities and differences of marathon and ongoing strength groups. Paper presented at American Personnel and Guidance Association Convention--Detroit, Michigan, April 7-11, 1968. 14p. ED 025 780 MF $0.25 HC $0.80.

   Marathon groups offer individuals an opportunity to engage in intensified, authentic personal encounter with each other in a small group setting, usually with 10-15 persons in a group. This is a report of tentative findings at the Student Life Center, University of Colorado. There were three matched groups, each with nine sophomores. The first (ongoing) group met one and one-half hours each week for 8 weeks. The second group met 12 hours over a weekend (marathon group). The third group served as a control. The two coleaders functioned in both encounter groups. Both groups went through similar dynamic phases, and were characterized by honest and satisfying patterns of relating, self-exploration, and self-disclosure. The marathon group was felt by members to be the more rewarding experience. Data (reflected by a measure of increased feeling of internal control over the pattern of one's reinforcements) suggest that ongoing group members became slightly more internalizing, while the marathon group became somewhat less internalizing. Future research, using the marathon in a variety of ways, will build in questions dealing with the individual within the dynamic interpersonal encounter.

2. Benne, Kenneth D. Polarization to paradox. Lexington: University of Kentucky, 1967. ED 016 150 Not available from EDRS. (Available from the University of Kentucky Press, and also appeared in T Group Theory and Laboratory Method, by Leland P. Bradford and others, Wiley, New York, New York, 1964.)

   The T-Group is designed to support members in reeducating themselves toward improved skill in human relations. Members are asked to develop their group toward consensus which will support the personal growth and learning of each member, and then, through analysis, evaluate human events that occur in this process of development. The trainer denies the role of authority and tries only to help the group organize, conduct, and evaluate their own projects. Sociological aspects observed are (1) the difficulty in integrating goals in the absence of externally assigned tasks, (2) the tension created by competing authorities during crises in the group life, and (3) clarification of the group's own experiences. Some polarization (division into opposing factions) takes place over such matters as goals. Further experience tends to convert the polarization into a paradox, which can be handled creatively, building agreement.

3. Bennis, Warren G. Principles and strategies of directing organizational change via laboratory training. New York: McGraw Hill, 1966. ED 013 398 Not available from EDRS. (Available from McGraw Hill, New York, New York.)

This chapter of a larger work on the sociology of organizational change suggests guidelines for using laboratory training within organizational social systems. The ultimate aim of such training is not only to impart human relations skills to the participants, but also to change organizational values so that human feelings are regarded as legitimate. The effective change agent needs professional and human relations skills, nonauthoritarian style, and the assurance of acceptance within the target organization. Moreover, training goals must be appropriate and feasible, the target system and its high officers must be prepared for, and oriented to, laboratory training, and participation should be strictly voluntary. (The document includes 17 references, three case histories illustrating causes of laboratory training failures, and a five-step model for diagnosing the state of the target system.) This document is chapter 8 in Changing Organizations, by Warren G. Bennis.

4. Berzon, Betty, and others. Planned experiences for effective relating. An audio tape program for self-directed small groups. Washington, D.C.: American Psychological Association, September 1, 1968. 37p. ED 024 982 MF $0.25 HC $1.95.

Planned Experiences for Effective Relating (PEER), a 10-session audiotape program for self-directed personal growth groups, was tested with two experimental populations, county labor camp inmates and university students. There were approximately eight persons in each group. Participants conducted their own sessions, using the PEER Program tapes for guidelines. The results indicate that subjects who participated in PEER groups experienced a position change in their self-concepts, while control subjects showed no change in their self-concepts over the same period. The PEER group experience appeared not to affect participants' sense of personal efficacy, nor were there changes on this measure for the control subjects. The findings indicate that self-directed groups using carefully planned program materials, can be effective in promoting personal and organizational growth.

5. Buchanan, Paul C. Laboratory training and organization development. Paper read at a panel on "Approaches to Leader Development," New York State Psychological Association--New York, May 3, 1968. 29p. ED 023 100 MF $0.25 HC $1.55.

This literature review is a supplement to an earlier extensive review by the author. It shows the increase in laboratory training methods and programs. The studies reviewed are classified as follows: Methodology of evaluation, theory development, kinds of learning, factors influencing learning, participant characteristics, and laboratory training in organization development. The review indicates the value of laboratory training for facilitating personal growth and effecting successful organizational development. A need for more research in the area is also evident.

6. Capling, R. G. (Comp.). Psychological research & sensitivity training, a collection of annotated abstracts for 1967. Toronto, Ontario: Canadian Association for Adult Education, 1968. 45p. ED 022 100 MF $0.25 HC $2.35.

The Canadian Commission on Human Relations Training sponsored a conference in Toronto in April 1968 to focus on six major concerns of Canadian trainers--trainer development, communication, research, theory and design (of training), public acceptance, and participant satisfaction. In preparation for this conference, it was found that collected research on these six topics was limited to an annotated bibliography published by the Human Relations Center at Boston University containing 40 pieces of research done over the period 1960 to 1966. To augment this collection, this compilation and commentary of 90 items of 1967 research, gleaned from Psychological Abstracts (subsections on developmental psychology, social psychology, physiological psychology, animal psychology, experimental psychology, personality, clinical psychology, educational psychology, and military and personnel psychology) was prepared. From these reports, it is concluded that the sensitivity trainer cannot fulfill his professional, ethical, and moral responsibility unless he makes himself familiar with such information. A National Journal on Human Relations Training should be set up to report fully on all relevant research.

7. Coghill, Mary Ann. Sensitivity training, a review of the controversy--key issues series, number 1. Ithaca: State University of New York, December 1967. ED 017 881 Not available from EDRS. (Available from Public Information Center, Industrial and Labor Relations Library, Cornell University, Ithaca, New York 14850, for $2.00.)

Distinctions between laboratory training, T-Group training, and sensitivity training are made, followed by a diary of a T-Group in session. The background and development of the laboratory approach is presented, highlighting those aspects, problems, and results which are of greatest interest to industrial and labor relations. A discussion

of the controversy over the technique includes the arguments in the areas of ethical questions for managers and trainers, of the relationship of T-Groups and psychotherapy, and of research on the effectiveness of the training. A list of annotated references, covering the areas discussed and dated from 1949 through 1967, are included.

8. Crispin, David B., and Peterson, R. Duane. An analysis of interaction among principals and teachers during school faculty meetings. Paper presented at American Education Research Association Convention, New York, New York, February 1967. 9p. ED 011 139 MF $0.25 HC $0.55.

   A principal's interaction pattern in faculty meetings, tested by the Crispin system of interaction analysis was hypothesized to be the major cause for interschool teacher attitude differences. The authors further hypothesized that the more indirect the principal's behavior (willingly shares his authority with teachers), the more supportive will be the teachers' behavior (willingly cooperative). Principal behavior was recorded as direct (uses authority) or indirect (shares authority) and teacher behavior was recorded as nonsupportive (perfunctory) or supportive (willingly cooperative). The data representing over 20,000 interactions in 30 elementary school faculty meetings indicated a rejection of the stated hypothesis. Teachers tended to be supportive irrespective of direct and indirect principal behavior. The amount of teacher participation was, however, exactly twice as high in the indirect climates. The consistent teacher reaction to the varying behavior of principals was at variance with findings in other disciplines where the behavior of a group was dependent upon the behavior of the leader. Further research was suggested using secondary and larger urban schools, different behavior patterns by the same principals, and the attitudes and the behaviors of teachers and principals.

9. ERIC Clearinghouse on Adult Education. Human relations--training and research, number 1. Current information sources, number 10. Syracuse: ERIC/CAE, Syracuse University, January 1968. 22p. ED 016 159 MF $0.25 HC $1.20.

   This annotated bibliography presents 36 citations of the more current literature on human relations training and research, most of them with abstracts. The abstracts have been grouped as research and research reviews, monographs and reports, and journal articles. The documents are mostly dated 1966 and 1967.

10. Haines, Donald B., and Eachus, Herbert T. A preliminary study of acquiring cross-cultural interaction skills through self-confrontation. Final report July 1964-August 1964. Wright-Patterson AFB: Aeronautical Systems Division, September 1965. ED 016 936 Not available from EDRS. (Available from the Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151; AD 624 120; for MF $0.65 HC $3.00.)

An experiment carried out to assess the relative effectiveness of two methods of training United States Air Force Military advisors in cross-cultural skills required subjects to play the role of an American Air Force captain who had to interact, in specified ways, with a foreign counterpart played by an actor. A list of 34 behaviors appropriate to the situation and fictitious culture were provided, including actions and gestures both similar to those in our own society and considerably different. Twenty-three male subjects were divided into control and experimental groups and taught the desired behaviors by two methods: (1) Verbal coaching after role-playing session, and (2) self-confrontation by a videotape replay after a role-playing session. Considerable improvement resulted from these methods. The experiment confirmed the effectiveness of self-confrontation as a training technique for the rapid acquisition of complex and subtle skills of interaction, an area of difficulty encountered by Air Force advisors on counterinsurgency training missions. Suggestions for further research on self-confrontation as a training technique are made.

11. Harrison, Roger. Problems in the design and interpretation of research on human relations training. Paper presented at Research Seminar of the Veteran's Administration Hospital--West Haven, Connecticut, January 27, 1967. 26p. ED 011 369 MF $0.25 HC $1.40.

This review of the problems in design and interpretation of research on human relations training, particularly that using T-Groups and sensitivity training, refers to studies in the field. Problems considered are controls (volunteer participants, prediction of outcomes), temporal change in training outcomes (relationship of change to time), dimensions and directions of change, classification schemes for training outcomes (normative, restrictive, prescriptive), variability in the training experience (trainer style, group composition), timing of data collection (by mail or in the laboratory), experimenter-participant relationships in the laboratory setting, and statistical problems in training research. The paper contains 14 bibliographic references.

12. Harrison, Roger, and Oshry, Barry. Laboratory training in human relations and organizational behavior. 1967. 41p. ED 011 370 MF $0.25 HC $2.15.

A series of studies were made on the effects of laboratory training in human relations on the organizational behavior of "middle " managers. Through repeated factor analysis, the Organizational Behavior Describer Survey (OBDS) was developed by which a manager and his associates could describe his behavior. The OBDS permitted ratings on rational-technical competence, verbal dominance, consideration, and emotional expressiveness. Studies of 357 managers in four populations showed no significant changes in organizational behavior following training. There were, however, positive relationships between involvement in the laboratory and increases on the consideration scale. There were small correlations between behavior in the organization and in the training laboratory. Determinants of organizational behavior seemed to be situational, and indications were that strong barriers to the transfer of attitudes from the training laboratory to the organization may exist. The findings also suggested that training may lead to multi-dimensional and multidirectional changes. The document included sample questions, tables of correlations, and 13 references.

13. Kagan, Norman, and others. Studies in human interaction, interpersonal process recall stimulated by videotape. East Lansing: College of Education, Michigan State University, December 1967. 586p. ED 017 946 MF $2.25 HC $29.40.

The Interpersonal Process Recall (IPR) technique was developed as a means for probing more deeply into man's thoughts and feelings as he interacts with others. It assumes that if a subject is given enough cues and clues to help him relive an experience, his feelings and thoughts could be explored in depth and with reasonable accuracy of recall. The basic IPR technique involves first the video taping of an interaction. The video tape is then replayed in a recall interview in which the participants are able to relive their experience and, aided by a trained recall interviewer, interpret their feelings and thoughts, their bodily motion, and the other processes involved in the interaction. This basic procedure was varied in several instances in the course of the studies comprising this project. Simulation techniques and measurement procedures were developed. IPR was found to have significant value in studies of counselor educational interpretation of nonverbal behavior, teaching-learning, acceleration of client progress, the measurement of affective sensitivity, and the development of a theory of interpersonal behavior and counselor supervision.

14. McElvaney, Charles T., and others. Human relations training laboratory for school administrators, session I. (Washington, Pennsylvania, August 21-25, 1967). Preliminary report. Pittsburgh: Allegheny County Schools, 1967. 50p. ED 017 073 MF $0.25 HC $2.60.

Twenty-nine administrators representing nine Allegheny County School Districts and the county schools office participated August 21-25, 1967, in the first of four scheduled 4-day sessions to increase personal awareness, primarily through T-Group meetings, aided by three-person group sessions, lecturettes, exercises, and demonstrations. The subjective reactions of three subgroups were measured and compared by means of written responses to a series of questions related to the laboratory experience. Evidence indicated that the study's general goals of improved facility for interaction and more objective self-perception were achieved. Appendices include rating charts for eight meetings by three T-Groups, the postsession evaluation questionnaire, and descriptive comments about the session by the participants.

15. National Training Laboratories. Reading book, twentieth annual summer laboratories in human relations training. Washington, D.C.: N.T.L., 1966. 122p. ED 011 989 MF $0.50 HC $6.20.

These papers represent notes for theory sessions presented at various training laboratories and are intended as helpful tools in supplementing theory sessions and understanding various laboratory experiences. The ideas and concepts have proved useful in National Training Laboratories over the years. Conditions for laboratory learning are set forth. The T-Group, which employs inquiry, exploration, and experimentation into its own activities to improve understanding of individual and group behavior, is analyzed in terms of basic psychological needs and interpersonal processes. Emotional problems in organizations and groups are examined, together with leadership and the management of conflict, interpersonal communication, defense mechanisms and personal growth, useful criteria for evaluating group growth, relationships and interaction between client and consultant, processes of social interaction and change, and stages in planning organizational change. Skills are indicated for stimulating change in performance, attitudes, and understandings of an individual, group, organization, or community. The document notes purposes and personnel of "Journal of Applied Behavioral Science," lists national training board members (May 1966), and provides reading lists.

16. Roberts, Julian. Needed research in teacher education--sensitivity training and the process of change. Paper presented at Educational Research Association of New York State and the New York State Education Department Convocation--Albany, New York, November 12-14, 1967. 8p. ED 013 797 MF $0.25 HC $0.50.

To help prepare preservice teachers for adequate handling of the phenomenon of change, some aspects of the applicability of sensitivity training to processes of change in education are discussed. Objectives of such training are given as--(1) self-insight, (2) better understanding

of others and awareness of one's impact on them, (3) better understanding of group processes, (4) increased recognition of the characteristics of larger social systems, and (5) greater awareness of the dynamics of change. One technique for realizing these objectives is the T-Group, a relatively unstructured situation in which all members are learners, and where data is simultaneously collected on behavioral transactions between members and the experience which generates such behavior. T-Group activity facilitates the process of change by improving interaction. In a classroom situation, T-Group activity fosters new role concepts for students and teachers (teachers move from directive to integrative function, students move from convergent to divergent opinions). The particular applicability of T-Group activity to social studies classes is discussed.

17. Rubin, Irwin. The reduction of prejudice through laboratory training. Journal of Applied Behavioral Science, v. 3, n. 1 (March 1967), 25p. ED 011 102 MF $0.25 HC $1.35.

An experiment tested the hypothesis that increases in self-acceptance resulting from sensitivity training have the theoretically predictable but indirect effect of reducing race prejudice. There were 50 volunteers, aged from 23 to 59, eight of whom were Negroes. Most had at least a B.S. degree. They lived together for 2 weeks meeting in five T groups, each including at least one Negro. The personality variable investigated was psychological anomy, a feeling of moral emptiness. The total group was randomly divided into two sections. The small group was tested via mail questionnaires 2 weeks before arrival. The entire group was tested upon arrival and again at the end of the laboratory. Each T-Group trainer rated each participant on the questions--(1) to what extent did the person explicitly discuss race relations, and (2) what was the nature of the individual's focus during the T-Group. The results of this study suggested that sensitivity training may be a powerful technique in the reduction of race prejudice, however, a certain amount of education seems to be a prerequisite to learning by this method. There were suggestions for further study and a list of references.

18. Seashore, Charles. What is sensitivity training? Excerpt from a paper written for Wayne State University's Department of Political Science Aid-Career Educational Project--April 1968. 2p. ED 025 477 MF $0.25 HC $0.20. (Also available from National Training Laboratories, Institute for Applied Behavioral Science, 1201 16th Street, N.W., Washington, D.C. 20036.)

Sensitivity training is one type of experience-based learning in which participants work together in a small group over an extended period of time learning through analysis of their own experiences. The primary

setting is the T-Group (T for training) in which a staff member sets up an ambiguous situation which allows participants to choose the roles they will play while observing and reacting to the behavior of other members and in turn having an impact on them. The perceptions and reactions are the data for learning. T-Group theory emphasizes each participant's responsibility for his own learning, the staff person's role of facilitating examination and understanding provision for detailed examination required to draw valid generalizations, creation of authentic interpersonal relationships which facilitate honest and direct communication, and the development of new skills in working with people. Goals of sensitivity training are to allow participants to gain a picture of the impact that they make on others and to facilitate the study of group dynamics and of larger organizational concepts such as status, influence, division of labor, and styles of managing conflict. Research on sensitivity training is rather scarce and often subject to serious methodological problems, but some generalizations can be supported. (Included with notes on research is a list of recommended readings from seven sources.)

19. Smith, Henry C. Wilkins as a model for sensitivity training. Paper presented at American Psychological Association Convention--San Francisco, California, August 30 through September 3, 1968. 19p. ED 024 985 MF $0.25 HC $1.05.

This case study is presented as a model for a sensitivity training program planned at Michigan State University. The goals, procedures, and criteria for conducting a program are illustrated. Based on the assumption that empathy is the mainspring of impression formation, and that empathy and evaluation interact, the goal is accurate evaluation. This includes accuracy in the use of stereotypes and personality theories. The training focuses, from beginning to end, on individual persons, and permits the diagnosis of empathic, evaluative, and stereotype errors, both variable and constant. Evaluation, a constant element in training sessions, depends upon criterion instruments which are both brief and reliable. The model was developed for maximum adaptability.

20. Smith, Henry Clay. Sensitivity to people. New York: McGraw-Hill Book Company, 1966. 231p. ED 022 097 Not available from EDRS. (Available from McGraw-Hill Book Company, 330 West 42nd Street, New York, New York 10036.)

The general purpose of this book is to examine applications of the component approach to sensitivity training. Chapter 2 examines the goals of training and considers each of the components (level of perception, spread of perception, empathy, observation, stereotypes, and the individual), together with interaction studies, filmed and taped interviews, and other means of

measuring components. Subsequent chapters describe the nature and significance of the six components, indicate the elements involved in forming impressions and making predictions about people and their behavior, and suggest ways of improving sensitivity by reducing errors in perception and generalization. Also discussed are causes of insensitivity, traits of sensitive people, and the place of sensitivity as a goal in the educational system. The document includes two indexes and an extensive bibliography.

21. Springport High School. Human relations laboratory training student notebook. Springport, Michigan: Springport High School, November 1, 1967. 61p. ED 018 834 MF $0.50 HC $3.15.

The major objective of this notebook is to help those students interested in taking part in the Springport High School human relations training laboratories to better understand themselves, society, and human emotions so that they may develop socially and emotionally. The subject matter of the notebook is divided into four major areas--(1) background of human relations training, (2) explanations about its goals and uses in helping individuals develop skills in interpersonal relations, (3) explanations and examples of individual and group behavior in different types of meetings with different types of agenda and projects, and (4) charts to serve as records of each student's participation, involvement, and change in the group. The notebook is based on the assumption that an innovative program of developing human relations training should be introduced and implemented as a curriculum tool in the school system.

22. Stephenson, Robert W., and others. Self perception changes in a sensitivity training laboratory. Explorations in human relations training and research, number 5. Washington, D.C.: National Training Laboratories, Institute for Applied Behavioral Sciences, 1965. ED 018 684 Not available from EDRS. (Available from National Training Laboratory, 1201 Sixteenth Street, N.W., Washington, D.C. 20036, for $1.50.)

Four sensitivity training groups and one control group were studied to discover if any lasting changes in self perception occurred as a result of participation in a five-day sensitivity training laboratory. The experimental subjects described themselves with a forced-choice inventory immediately before training, immediately after training, and six months after training. The control subjects completed the same self-description inventory at the same time intervals. Predictions that self-perception would change with training and that there would be a tendency for these changes to diminish over a period of time were confirmed. Nevertheless the training groups as a whole did show lasting significant positive changes in self-perceived intelligence and self-assurance as compared

with the control groups. These changes took place both during training and during the six month period following training. Individual changes in a negative direction on the six scales occurred with less frequency among those who received sensitivity training than would be expected on the basis of the control group distributions.

23. Wilkinson, Robert E. How can laboratory training improve relationships between advisers and students in student government. A preliminary study of laboratory training as used with the Los Angeles City College student council. 37p. ED 013 616 MF $0.25 HC $1.95.

A pattern of problems in communication among student council members and between the council and its faculty advisors contributed to a decision to substitute a program of sensitivity training for the usual student council orientation program. It was hoped that such a program would facilitate a flow of expression and a reduction of interpersonal tensions. Council members and advisors met with professional T-Group leaders in an intensive 2-day series of sessions. Responses to a student evaluation form indicated their belief that the potential for effective communication had been increased by the experience. Advisors noted more free and open communication among students, among faculty advisors, and between the student and faculty groups.

24. Wrench, David F., and Gregor, Gary L. Balancing in group decision making. Eugene: University of Oregon, January 1966. 26p. ED 011 579 MF $0.25 HC $1.40.

This study was designed to test the theory that laboratory groups making complex decisions will distort their perceptions of each other in ways predictable from Newcomb's A-B-X model of perceptual distortion in which "A" represents the perceiving individual, "B" represents another member of the group, and "X" the issues under discussion. Four hypotheses dealing with perceptual distortion were tested in simulated school boards, each composed of four subjects and a graduate student, the latter playing the role of a nondirective superintendent of schools. Each subject received communications from, and represented, an interest group. Each board met four times, and, at each meeting, two different but interrelated issues were discussed and decided. Subjects were asked to rate each other, the superintendent, and themselves at the start, middle, and end of each meeting in relation to a hypothetical normal distribution of a reference population. The two types of rating made were (1) position on issue and (2) soundness of judgment. Mixed results were obtained. In fact, one hypothesis was significant in the opposite direction to that predicted, so that the static correlation between perceived position discrepancy and expertise is high and negative. Further search for the conditions which led to these results was recommended.

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